

Teaching in Action: Learning techniques for all early childhood students

APRIL 2016 – ORAL LANGUAGE

Presenters

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Rebekah Dyer is currently pursuing her doctorate in Organizational Leadership with an emphasis in special education. She completed her master's degree in educational leadership from Northern Arizona University, and graduated from Arizona State University West with a bachelor's degree in special education and a dual certification in both regular and special education with a Structured English Immersion endorsement.

4 Corners – Who are we?

Families

Administrators

What is your
favorite
instructional
strategy
specific to
language
development?

Teachers

Related Service
Providers

Cognitive Apprenticeship



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Literacy Instruction

- ▶ Oral Language
- ▶ Reading
- ▶ Writing
- ▶ Listening
- ▶ Speaking
- ▶ Presenting

Oral Language Development

► 5 components

- 1) Morphology
- 2) Phonology
- 3) Semantic
- 4) Syntactic
- 5) Pragmatic

(American Speech-Language-Hearing Association, 2016)

Morphology

- ▶ Proper use of morphemes

(American Speech-Language-Hearing Association, 2016)

Phonology

- ▶ The rules involved with combining sounds to create words
(American Speech-Language-Hearing Association, 2016)

Semantic

- ▶ Morphemes are the foundation. Morphemes are the smallest units of meaning that can be combined to make up words.
- ▶ Ex: paper + s = papers

(American Speech-Language-Hearing Association, 2016)

Syntactic

- ▶ Combine morphemes into sentences

(American Speech-Language-Hearing Association, 2016)

Pragmatic

- ▶ Rules of language – conversational skills

(American Speech-Language-Hearing Association, 2016)

Cognitive Apprenticeship



Retrieved from
https://www.google.com/search?q=metacognition+brain&espv=2&source=lnms&fbm=isch&sa=X&ei=bvHjU8DJl8iAogSvWoCoMz&ved=0CAyQAUoAQ&biw=1326&bih=677#facrc=_&imgdi=_&imgcr=S-XevuLl0uGnJmQ%253A%3BhJn_QlslslnsJnZ%3Bhtp%253A%252F%252Ffrack.3.mshcdn.com%252FMedia%252FgkyMDEzLzEwLzAyL2Q2L1%252Fh1eZlGhLmJlYtj3pImzwpwCkXrodWl1Ct1K1MzQjCmUJanBn%252F5d58cb48%252F71e%252FsocialMedia_Brain.jpg%3Bhtp%253A%252F%252Fwww.donnawitek.com%252F2013%252F10%252Fmetacognition-information-in-new.html%3B950%3B534onAugust7,2014

Strategies

- 1) Morphology
- 2) Phonology
- 3) Semantic
- 4) Syntactic
- 5) Pragmatic

Model Strategies – Case Studies

- ▶ Most of the first graders in Greg's class are able to recognize common irregular and high frequency words like "and," "has," "is," "a," "the," "was," "to," "have," and "said." These words are often referred to as sight words. Greg still has difficulty when he encounters these words. His teacher met with his former kindergarten teacher early in the school year to review his progress. His kindergarten teacher reported that while he took more time to master reading goals compared to his peers, he worked hard and was able to achieve mastery. His teacher is concerned that though he is trying hard, he has not mastered the sight words for first grade. His teacher realizes that she must use new strategies to help Greg meet his instructional goal.
- ▶ What goal would you set for Greg?
- ▶ What strategies would you use to achieve the goal?

▶ https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_eard.pdf

Instructional Strategies

► Model

Apply Strategies – Case Studies

- ▶ Raymond is having difficulty mastering basic reading skills and his teacher is concerned. Most of the students are able to rhyme CVC (consonant-vowel-consonant) words. However, Raymond is having difficulty identifying rhyming words. He can match all upper and lower case letters and can identify all upper case letters. Raymond has trouble with lower case letters, he mixes up /b/ and /d/, /g/ and /j/, /m/ and /n/, and /p/ and /q/. His teacher is also concerned about Raymond's comprehension skills. He enjoys listening to stories and is able to identify the characters and setting of the story. He is able to identify what happened at the beginning and at the end of the story, but has difficulty sequencing the middle of a story. His teacher has spoken with his parents about the possible need for additional support and his parents have agreed to help at home with any activity the teacher sends home.
- ▶ What goal would you set for Raymond?
- ▶ What strategy would you use to achieve the goal?

▶ https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf

In Your Educational Role

- ▶ Independently
 - ▶ Who?
 - ▶ What?
 - ▶ When?
 - ▶ Where?
 - ▶ Instructional Strategy?

Action Plan

- ▶ Think-pair-share
 - ▶ Who?
 - ▶ What?
 - ▶ When?
 - ▶ Where?
 - ▶ Instructional Strategy?

Follow Through

- ▶ Accountability Partners
 - ▶ Exchange contact information
 - ▶ Schedule a date to discuss action plan

Survey

- ▶ Survey monkey
 - ▶ <http://tinyurl.com/z7bsusj>

References

- ▶ American Speech-Language-Hearing Association. (2016). Language in brief. Retrieved from <http://www.asha.org/Practice-Portal/Clinical-Topics/Spoken-Language-Disorders/Language-In--Brief/>